

**Millville Senior High School
4-24-2006 to 4-28-2006**

Introduction

The New Jersey Department of Education conducted a CAPA (Collaborative Assessment for Planning and Achievement) review of Millville Senior High School on 4-24 to 28-20-2006. This school is designated as “in need of improvement” for three consecutive years as defined in the *NJ Accountability Workbook. No Child Left Behind* (NCLB) §1117: School Support and Recognition requires that the New Jersey Department of Education (NJDOE) create and maintain a statewide system of intensive and sustained support for those Title I schools designated as “in need of improvement” for more than two consecutive years. As part of this required support system, the NJDOE developed the CAPA review process, which assigns teams of skillful and experienced individuals to provide schools with practical, applicable, and helpful assistance, increasing the opportunity for all students to meet the state’s Core Curriculum Content Standards.

The CAPA review team activities included:

- A review of the documents collected for the school portfolio and data profile;
- 127 classroom visitations;
- 15 General observations, such as morning and afternoon arrival and dismissal, lunch in the cafeteria, and student restrooms;
- 119 interviews with teachers;
- 12 interviews with building leadership and administrators;
- 9 interviews with district administrators;
- 16 interviews with students;
- 14 interviews with school and student support staff; and
- 16 interviews with parents.

Following the study of documentation, and the conducting of interviews and observations, the team discussed each standard and its indicators. Based on these findings, the team offered its recommendations.

CAPA team members and their affiliation included:

TEAM POSITION	NAME	AFFILIATION
Team Leader	Eva Sparacio	Educational Consultant
District Liaison	Judith Koru	Assistant Superintendent
Principal	John Carey	Educational Consultant
Language Arts Literacy Specialist	Sally Ruggiero Carolyn Virelli Gena Gibson	Educational Consultant Educational Consultant Educational Consultant
District Language Arts Literacy Specialist	None	
Mathematics Specialist	Cindy Pennington Jan Wilson	Educational Consultant Educational Consultant
District Mathematics Specialist	None	
Special Education Specialist	Steve Harley	Educational Consultant
District Special Education Specialist	None	
Bilingual Education Specialist	Steve Harley	Educational Consultant
District Bilingual Education Specialist	None	
Pupil Services or Equity Specialist	Gary Williams	Science Coordinator
Institution of Higher Education	Walter Spector Dan Stelluto	Educational Consultant Educational Consultant
Parent	Kim Callahan	Educational Consultant
NJ DOE Liaison	Frank Basso Carole DeMesquita	NJ Department of Education NJ Department of Education

School Academic Performance Standards

The following Academic Performance Standards address curriculum, classroom evaluation/assessment, and instruction.

Standard 1: The school implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

School Learning Environment Standards

The following Learning Environment Standards address school culture; student, family and community support, professional growth, development and evaluation.

Standard 4: The school functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with 6A:10A-3.6 Supports for Parents and Families and NCLB §1118 Parental Involvement.

Standard 6: The school provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

School Efficiency Standards

The following Efficiency Standards address leadership, school culture and resources and comprehensive and effective planning.

Standard 7: School instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: School leadership and the SLC or NCLB planning committee communicates a clear purpose, direction and strategies focused on teaching and learning through the development, implementation and evaluation of the following: vision, goals, NCLB school improvement plan and report on instructional priorities for Abbott schools.

District Academic Performance Standards

The following Academic Performance Standards address curriculum, classroom evaluation/assessment, and instruction.

Standard 1: The district P-12 curriculum is rigorous and aligned to state standards.

Standard 2: The district and school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The district's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

District Learning Environment Standards

The following Learning Environment Standards address school culture; student, family and community support, professional growth, development and evaluation.

Standard 4: The district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with 6A:10A-3.6 Supports for Parents and Families and NCLB §1118 Parental Involvement.

Standard 6: The district provides professional development opportunities based on an evaluation of individual and collective teacher needs.

District Efficiency Standards

The following Efficiency Standards address leadership, school culture and resources and comprehensive and effective planning.

Standard 7: District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The district is organized to maximize use of all available resources to support schools in achieving high student and staff performance.

Standard 9: District leadership and the SLC or NCLB planning committee communicates a clear purpose, direction and strategies focused on teaching and learning through the development, implementation and evaluation of the following: vision, goals, NCLB district improvement plan and report on instructional priorities for Abbott districts.

COMMENDATIONS

LEADERSHIP

- School leadership is commended for providing students with a safe, orderly and caring school environment.
- The school leadership and staff are commended for fostering an environment of camaraderie and support.

SCHOOL

- Staff members are commended for the multiple ways that the school recognizes student achievement.

DISTRICT

- The district is commended for implementing a standards-based mathematics curriculum, fully aligned with NJCCCS. Its focus is on real-life applications and is aligned within the entire district grades K-12.

EXECUTIVE SUMMARY

Millville Senior High School - Millville Public School District

Visit Date:	April 24 to April 28, 2006	Team Leader:	Eva Sparacio
Grade Levels:	10-12	Enrollment:	1590

LPS/AYP Status: Abbott Low Performing – AYP Missed in HSPA - LAL – Subgroups – African American, Hispanic, White, Poverty, IEP/Special Education; **Mathematics** – Subgroup – IEP/Special Education; **Mathematics**- Safe Harbor was made by the following subgroups: African American, Hispanic, Poverty

The CAPA team members, together with school and district leadership, have identified common themes emerging from the report that would have the greatest impact on student achievement. This summary represents these themes found in findings, next steps and recommendations.

WHOLE SCHOOL REFORM MODEL STATUS:

- Whole School Reform model(s) currently under contract: None
- If there is no model under contract, state the model previously used and length of time it was use: Coalition of Essential Schools was the previous model used for 2 years.
- Reason model discontinued: It was no longer required by the State Department of Education for Abbott districts to contract with a WSR provider; it was not cost effective, and it did not provide the school with services specific to their needs. The district took the initiative to address the needs through other resources.
- Data analyzed to support the school's decision to dissolve its relationship with a whole school reform provider: The School Leadership Council continues to analyze data from HSPA results and the School Report Card in an effort to improve the instructional programs and student achievement. Additionally, an analysis of the number and value of professional development opportunities received through CES versus the number and quality of those contracted through other sources was made.
- Name of new model or approved district model: There is no new model. Instead a partnership opportunity was embraced by a subset of the School Leadership Council that has been working with Educational Resources Unlimited/ Performance Excellence Group to improve skills at data collection, data analysis, presentation of data, the use of data to drive decision making. The school is also working with High Schools that Work to assist with academic rigor in core classes. Millville Senior High School has been involved with the Foundation for Excellent Schools since November 2001.
- Description of how decision was made to adopt new model: N/A

FINDINGS:

Academic Performance:

The majority of instruction is teacher-directed, with little emphasis on differentiation of instruction, higher-order thinking skills and real-life application resulting in low student performance.

Learning Environment:

The F-50 grading practice and low expectations sustains an environment of low achievement.

Efficiency and Leadership:

The leadership team comprised of eleven members does not adequately monitor the instructional program to ensure that it meets the needs of the students.

RECOMMENDATIONS:

Academic Performance:

Implement and monitor student-centered, inquiry-based differentiated instruction across all grade levels and content areas to increase student achievement.

Learning Environment:

All stakeholders of the school district must take personal responsibility for high achievement of all students.

Efficiency and Leadership:

Develop a systematic plan to monitor student-centered, inquiry-based differentiated instruction across all grade levels and content areas to increase student achievement.

STANDARD 1 - CURRICULUM

The school implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Interviews of administrators, teachers, district and school supervisors of special education and bilingual education, non-instructional staff, and students
- Review of school calendar, student displays, teacher schedules, state test data, district test data, website, master schedule, Professional Improvement Plans, lesson plans, curricula, CAPA Survey, NJ School Report Card 2005, student failure list, mathematics meeting agendas and minutes, Observation/Evaluation Handbook, school and community survey, student incident report, professional development log, PIP memos, professional development hours, workshops for staff and IEPs, resource guide to special; education, student assessment documents, student handbook
- Classroom visitations, classroom and hallway displays

STANDARD 1 INDICATORS

1.1 The school conducts regular discussions to ensure that curriculum standards are clearly articulated across all grade levels (P-12).

FINDINGS—LANGUAGE ARTS LITERACY

The school initiates internal discussion to ensure horizontal articulation, but the effort is not sustained. There is a formal monthly departmental meeting; however, it is not specifically conducted to address the monitoring and implementation of the curriculum. Small groups of teachers meet monthly in focus groups. A topic is chosen for the school year, and dialogue is generated including an exchange of ideas and teaching strategies. There is little evidence to support that the school has a process to facilitate the identification of curriculum transition points between the ninth grade students who are housed at a different location and the tenth grade teachers at Millville Senior High School. Limited evidence was found to indicate that the identification of curriculum transition points between the grade levels at Millville Senior High School occurs. The school initiates discussion with the feeder schools to ensure vertical articulation, but the effort is not sustained as it only occurs once a year.

The district has a policy to ensure curriculum standards and NJCCCS are clearly articulated across all grade levels.

FINDINGS—MATHEMATICS

The mathematics department conducts regular monthly meeting. Math leadership and all math staff attend these meetings which are documented through agendas and meeting minutes. This is the only formal articulation that occurs for math teachers within the building. Teachers however, do meet informally to collaborate and to discuss curricula in same subject areas. The math curricula have been revised within the past three years. The decision to make these revisions and bring in new texts and a different type of program is based on vertical articulation among and between the elementary and middle school grades.

A researched standards-based IMP (Integrated Math Program) has been implemented, and its success prompted the district to bring in other discovery and standards-based texts published by Key Curriculum Press. A thorough coaching and job-embedded professional development plan for the IMP math is on-going with most math teachers. This success has prompted the special education math instructors to receive in-house coaching by peers and to develop the skills needed to implement this curriculum with the special education students. There is limited articulation between the Senior High School and Memorial High School mathematics teachers.

The district math/science supervisor articulates with the sending school districts in an effort to bring consistent curricula to all elementary schools whose students will ultimately attend Millville Senior High School.

FINDINGS—SPECIAL EDUCATION/ELL

There is limited evidence to support that vertical articulation occurs across grade levels within the school. Special education teachers are included in grade level meetings and department meetings are scheduled monthly. Paraprofessionals are included in these meetings. There is common planning time for the regular education teachers and special education teachers that co-teach enabling them to collaborate. No common planning time exists for the paraprofessional and special education teacher that would allow them to plan or do any collaboration. Limited discussions occur between regular and special education teachers. Teachers implement the general education curriculum with some making modifications as necessary. There is little evidence that the implemented curriculum in special education classes is rigorous. There is also little communication between the staff of the regular and alternative school personnel.

1.2 The school requires all students to take courses with sufficient academic rigor to prepare for post secondary education.

FINDINGS—LANGUAGE ARTS LITERACY

The school guidance program provides for some correlation to post secondary education and career options (e.g., Cooperative Education, DECA). Classroom visitations exhibit few opportunities for application of skills and processes that will prepare students to be productive citizens through career education. The school does not have a career program consistent with the NJCCCS. The guidance department gives a student interest inventory test in the spring of the student's sophomore year.

FINDINGS—MATHEMATICS

The school provides some connections to post-secondary and career opportunities, but the effort is not intentional within all the math curricula. There is a twelfth grade Life Skills math curriculum that integrates opportunities for application of skills and knowledge that will prepare students to be self-sufficient and productive citizens. The IMP math classes offer more life skills applications than those found in the Algebra, geometry, Algebra II and higher level math classes. Due to forty minute class periods and the rigorous structure of the program, time does not allow for significant focus on careers. The new AP calculus book that will be implemented in the fall 2006 has many more applications than the currently used AP math book. A variety of careers and related math skills are presented through the text. A Career Day is held annually through the science department and business community participation has been growing.

Some staff has expressed frustration with a forty minute class periods because they believe it is not sufficient time to deliver the full aspects of the curriculum. Additional frustration is expressed with the split lunch classes because teachers often find it difficult to continue instruction when students have lost focus. Maintaining rigor in these classes is often a challenge.

FINDINGS—SPECIAL EDUCATION /ELL

There is no evidence that special education teachers incorporate career planning and vocational awareness and choices within their lessons. However, the CST and special education staff ensures that students in special education receive career and post secondary education guidance from the NJ Division of Vocational Rehabilitation (DVR).

1.3 The school leadership works with district supervisors and school faculty to systematically evaluate and adjust the curriculum based on the evidence of student achievement and to ensure that the district curriculum is effectively taught.

FINDINGS—LANGUAGE ARTS LITERACY

School leadership has procedures to address curriculum issues, but they are not always fully implemented. The approved district curriculum is implemented in most classrooms. The school curriculum committee monitors and revises the curriculum based on a single indicator of student performance. The department chair is responsible for checking the submission of lesson plans. There is no standardized format for lesson plans and little evidence was found to indicate a procedure is in place for teachers who do not submit lesson plans in a timely fashion. Teachers report they seldom receive feedback on the lesson plans submitted. The district is moving toward a computer generated lesson plan format. School leadership does coordinate the teacher peer review of NJCCCS. During at least one professional development session, teachers learn about best practices in teaching the content of the curriculum; however, staff members indicate that they would benefit from additional professional development for teaching reading strategies in the content areas. There is limited follow-up to determine if teachers are implementing the new best practice.

FINDINGS—MATHEMATICS

Most mathematics curricula is written to explain what is to be taught, how it is to be taught, the tools needed to teach it and the assessment methods to be used to indicate that what is taught is also learned. Therefore, with the introduction of new texts, the curricula can be easily revised.

All of the written math curricula are fully aligned with the NJCCCS. There is a new textbook implementation in Algebra and geometry. Teachers' state that pacing guides must be revised and minor revisions to curricula may also need to be made. There is a formal collaborative process, with leadership and staff for making these revisions with a sub-committee for each math subject area. Each subcommittee records data on curriculum revision as an on-going practice throughout the year, and the formal revised curriculum is completed during the summer.

The approved building math curriculum is implemented in most classrooms.

The building mathematics chairperson ensures that weekly lesson plans are written and submitted. The department chair reviews the lesson plans, but minimal feedback is given to teachers. The principal

occasionally provides feedback of lesson plans to teachers. There is not a formal process regarding the provision of feedback on teachers' lesson plans, but there is a plan to develop a required uniform lesson plan format for next school year.

Professional development in the use of the IMP math has been on-going and job-embedded. The philosophy of the IMP program revolves around student-centered classrooms, yet there is not any specific professional development geared to best methods in teaching the content of all of the many math curricula. A traditional teacher-directed approach to delivery of the curriculum is noticed in many classrooms. Some lesson plans indicate differentiated instruction and collaborative learning will be used; however, this is not always evidenced. The district math supervisor follows through to ensure the curricula are complete and fully aligned with NJCCCS.

FINDINGS—SPECIAL EDUCATION/ELL

The special education teachers have been receiving on-going, in-house, professional development in the implementation of the IMP math and will be fully implemented this fall. All teachers submit lesson plans. Submissions of plans are acknowledged, but there is limited follow up regarding feedback and implementation. There is little evidence that the use of assessment data impacts instruction and/or modification of instruction within special education programs. The ESL teacher assesses ELL students.

1.4 The school ensures access to a common academic core for all students including special education and ELL students.

FINDINGS—LANGUAGE ARTS

The implemented curriculum is not challenging and does not provide a common academic core. The course descriptions for the college bound mirror research-based best practices; however, there are general level courses being taught for some students. Some of the implemented curriculum elicits higher order thinking and problem solving skills. Reviews of teacher-designed tests indicate the majority of teachers utilize tests that are multiple-choice, true or false, or matching and require the repeating of facts rather than higher order thinking. Questioning techniques are predominately recall of information rather than higher order thinking skills. This is particularly true in classes that are focused on students not planning on post high school training. In some classroom the NJCCCS standards were posted. However, limited evidence was observed that teachers communicate these standards to students. A review of course offerings provides evidence of limited opportunities for all students to access a curriculum that is aligned to the NJCCCS. Review of the curriculum for the HSPA preparatory courses indicates the same goals for each of the grade levels. There is nothing specific listed to differentiate goals for tenth or eleventh grade preparation to indicate a spiral continuum of skill development to move identified students toward success on the HSPA.

There is an identified population of gifted students at the high school. However, activities such as mock trial are offered to this group after school or on weekends. There is no evidence to indicate this identified population has opportunities to integrate these extended activities into their everyday class work. This could be accomplished through collaboration between the gifted teacher and regular education teacher. The district has a procedure for identification of students who meet eligibility for Gifted and Talented. The program is not integrated at the high school level.

FINDINGS—MATHEMATICS

A challenging, implemented curriculum that addresses a common academic core is available to all students. Most of the implemented curriculum accommodates the learning needs of all students, yet the delivery of this curriculum sometimes falls short of these needs. The assessment for the implemented curriculum clearly addresses the learning needs of all students by offering choice. Individual questions are crafted to address each of the four different learning styles. Students can choose the questions most similar to their learning style to complete the evaluation. The written curriculum maintains high expectations for all students; yet lack of a homework policy, traditional teacher delivery and other classroom procedures, do not clearly articulate these high expectations. The focus of the district is toward more student-centered classrooms and a rigorous curriculum for all students.

FINDINGS—SPECIAL EDUCATION/ELL

The district's curriculum is used in all of the special education classes and ELL program and modified as needed by the teachers for the students and their IEP. There is some documentation to indicate that teachers modify the curriculum, but there is very little evidence that the diverse learning needs of special education students are met. The extent to which special education teachers adapt and modify the curricula to meet the diverse learning needs of special education students is not evident through classroom visitations and review of lesson plans. The ESL teacher modifies the district curriculum to meet the literacy levels of the ELL students. The special education program includes in class support and resource room instruction. Special education students are also mainstreamed into academic classes. The ELL students receive ESL instruction in literacy. The ELL students attend academic classes for the balance of their program.

STANDARD 1 NEXT STEPS

Language Arts Literacy and Mathematics

1. The school leadership should investigate models for unified/common lesson plan model. (1.3)
2. Teachers should state the behavioral objective for each lesson on the board so that students can articulate and understand the goal of the lesson. (1.4)
3. Teachers should add written and/or oral closure to all lessons. This could be assigned for homework with a teacher starter fill-in sentence. (1.4)

STANDARD 1 RECOMMENDATIONS

Language Arts Literacy

1. The school should:
 - a. ensure that all curriculum standards are clearly articulated across all grade levels; monitored and documented on an on-going basis. (1.1)
 - b. implement a career program consistent with the NJCCCS for students. (1.2)
 - c. implement a procedure to address curricula issues on an on-going, job-embedded basis. (1.3)

2. The administration should incorporate the gifted & talented program into the curriculum areas where the majority of students are located. These opportunities would extend the learning of not only the gifted students but also all students in a class. (1.4)
3. The school administration should institute common planning time for staff members that are intra-departmental. (1.1)
4. Teachers from all disciplines should incorporate writing and math into their content area. This could be a topic for the focus group. (1.1)

Mathematics

1. Leadership and staff should implement benchmark assessments for all math subject areas. The design of these benchmarks should mimic the GEPA and HSPA tests. The curriculum guides should include specific benchmark test administration timeframe, and the intentional integration of career possibilities. (1.2, 1.3, 1.4)
2. The building leadership, along with teachers, should develop an action plan to ensure that the curricula programs and research-based, best instructional practices are supported and monitored through lesson plans, professional development and reflective classroom visitations and conferences. (1.3, 1.4)
3. The school should explore formalizing at least one common prep time math meeting every other week with a discussion leader, agenda and minutes. (1.1)

Special Education

1. Special education teachers should receive sustained job-embedded staff development that emphasizes differentiated instruction, modification of the curriculum and instructional material as well as teaching reading across the content area. (1.4)
2. Provide more opportunities for horizontal and vertical articulation for teachers to discuss expectations for their students. (1.1)
3. The school should develop an action plan to ensure that the curricula and research-based best instructional practices are supported and monitored through lesson plans, professional development and reflective classroom visitations and increase rigor in the programs. This plan should involve a committee that includes stakeholders from all departments. (1.1-1.4)
4. Teachers should systematically incorporate information covering a broad range of career options into lessons. (1.2)
5. After receiving ongoing staff development recommended above, teachers should be held accountable to modify curriculum expectations and instructional materials to meet the needs of students functioning below grade level. (1.4)

ELL

1. ELL students participate in academic subjects while being significantly deficient in basic literacy skills. They require support of a paraprofessional who would be an instructional support person.

District

1. As mandated by the N.J.A.C, the district should infuse a gifted and talented program into the courses at the high school. (1.3)

2. Establish a procedure to identify curriculum needs of ninth graders to assist in a smooth transition to tenth grade. The process of identification of needs should also continue at the high school to assist students to be successful in English at each grade level. (1.1)

STANDARD 2 – ASSESSMENT - EVALUATION

Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Administrators, district and school supervisors, teachers, SLC Committee and non-instructional staff, parent and student interviews
- Review of lesson plans, courses of study, student portfolios, classroom materials, classroom displays of student work, course descriptions, rubrics, school calendar, student displays, teacher schedules, state and district test data, website, master schedule, professional improvement plans, lesson plans, curricula, CAPA Survey, NJ School Report Card 2005, mathematics meeting agendas and minutes, personnel lists -assignments, experience, certification, Observation/Evaluation Handbook, School and Community Survey, student incident report, professional development log – Teachers and CST, PIP memos, Summer Workshops for staff
- Classroom visitations, IEP reviews

STANDARD 2 INDICATORS

2.1 The school leadership and faculty ensure that multiple assessments are frequent, rigorous, authentic, aligned with NJCCCS, used to gauge student learning, and adjust teaching to individual needs.

FINDINGS—LANGUAGE ARTS LITERACY

There is limited evidence that assessments are aligned with the NJCCCS. School leadership has limited procedures to address classroom assessments and is not used consistently. There are rare opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. The limited variety of classroom assessment tasks is only occasionally analyzed for impact on instruction. Students do not always receive meaningful feedback that enables them to improve future performance. Some teachers informally analyze student assessments; however teachers do not routinely use this information to revise instruction, curriculum and assessment. Teachers maintain writing portfolios for students, but they provide limited opportunities for teachers and students to measure student growth over a period of time. Teachers rarely collaborate to design authentic assessment tasks and these are not aligned with the NJCCCS. There are no benchmarks for skill mastery or assessment during the school year, nor is a department midterm or standardized final exam offered.

FINDINGS—MATHEMATICS

Assessments are fully aligned with the NJCCCS. With the exception of final exams, assessment design rests with the individual teacher and varies from teacher to teacher which results in varied rigor. There are procedures written within the curricula to address classroom assessments, but

implementation is not monitored to assure student progress. Some content area teachers collaborate to design similar challenging tests that are aligned with NJCCCS. Many teachers design assessments which elicit proficient student work. A plan is currently being developed by leadership and teachers to create uniform quarterly benchmark assessments for each math subject area. While the IMP final exam accommodates all student learning styles, not all assessments address individual student learning styles throughout the school year. Therefore, opportunities for students to choose ways in which they demonstrate learning are limited. Meaningful feedback to enable students to improve future performance is noticed in some classes and some teachers analyze student assessments to revise curriculum, instruction and assessment. The use of portfolios is evident in all IMP classes and some teachers use portfolios in other math classes. The district supervisor has a plan to create additional benchmark assessments that are standards-based and fully aligned with NJCCCS.

FINDINGS—SPECIAL EDUCATION

There is limited evidence that teachers adjust instruction on the basis of assessment data to address the diverse needs of the students. Teachers report receiving limited support in adjusting instruction based on assessment data. There is some evidence of multiple forms of classroom assessments (e.g., peer, oral, written, etc.) that are implemented using a whole-class rather than a differentiated approach. Most classrooms visited focus their lessons on information rather than higher level thinking skills.

2.2 Students in each class can articulate the academic expectations and know what is required to be proficient. Academic expectations are clearly communicated, evident in classrooms and observable in student work.

FINDINGS—LANGUAGE ARTS

A formal plan for teachers to meet collaboratively and develop clearly defined rubrics does not exist; however, some teachers meet informally to develop rubrics. In many instances the NJ state rubric are utilized. Teachers sometimes communicate academic expectations to students, but few students can articulate what they should know and be able to do in order to be proficient. Little evidence is found to indicate students reflect upon or evaluate their own work. In all grade levels, the grading system differs for the same assignment resulting in a lack of conformity for pupil progress indicators.

FINDINGS—MATHEMATICS

The use of rubrics to score open-ended questions is explained to students and some students understand what a rubric is used for. Rubrics are not displayed in math classrooms and are neither used consistently within the regular class procedures nor evident in the written curriculum. The portfolios reviewed did not show evidence of problems assessed with rubric scores. The state designed rubric is sometimes explained to students, while preparing for the test two weeks prior to administering it. Students do not receive enough practice in test taking procedures. Many teachers present material in a traditional lecture style and objectives are not often written on the board or projected on the overhead. Class periods are forty minutes long and closure is often absent from the lessons. Academic expectations are verbally communicated to students, but some students take no ownership of these expectations. Many students can articulate what they need to know and be able to do in order to be proficient in the math they are learning, but they often choose not to do homework or are given very little homework to reinforce the knowledge presented. Some students reflect upon and evaluate their

own performances, yet often do not share this with teachers or peers. Often times this reflection is evidenced in portfolio work.

FINDINGS—SPECIAL EDUCATION

Objectives are not included as part of the introduction to lessons. There are few student portfolios in the classrooms and when found, contain similar student work. Standards are posted in many classrooms. The display of rubrics is not evident in many rooms or used by many special education teachers.

2.3 Disaggregated test scores are used by the district and school to identify curriculum gaps and adjust instructional practice, as needed, for all students and sub-groups.

FINDINGS—LANGUAGE ARTS

The school staff indicates they have not been trained to conduct data analysis and to use the data to inform instructional practices. Teachers report they receive total scores from the guidance and the department chairperson. Most teachers are not aware that disaggregated testing data is readily available by scoring providers. Limited evidence is seen to indicate any testing information drives instruction by modifying the curriculum, instructional and assessment practices.

FINDINGS—MATHEMATICS

School and district leadership analyze and disaggregate test data to identify student placement needs. The results of these analyses have led to curricula revisions in many areas, including special education. Math teachers receive data for their individual students but do not generally use the data individually to modify instruction or assessments. Some teachers express that they need a better understanding of using data to revise instruction.

FINDINGS—SPECIAL EDUCATION

There is limited evidence that data is used to assist in the modification of curricular, instructional, and assessment practices as needed with the for individual special education student.

STANDARD 2 NEXT STEPS

Language Arts /Mathematics

1. Teachers should write the behavioral objective for each lesson on the board so that the student can articulate the academic expectations. (2.2)
2. Teachers should add written or oral closure to all lessons. This could be assigned for homework with a teacher starter fill-in sentence. (2.2)

STANDARD 2 RECOMMENDATIONS

Language Arts Literacy

1. Teachers should establish a course level mid-term and final exam based on NJCCCS that reflect the format of the state assessments. Focus on student learning styles when creating the exam. (2.1)
2. The school's curriculum should establish a time line for meetings for teachers to develop clearly defined rubrics. Rubrics and academic expectations should be communicated to all students. Students should be expected to evaluate and reflect upon their own work and these practices should be monitored. (2.2)
3. The district should provide training on the use of data analysis to inform and modify curricular, instruction, and assessment practices. (2.3)
4. The principal should use department meetings to generate thought and discussion pertinent to developing a department consensus of a grading system which would help bring conformity to student progress indicators. (2.2)

Mathematics

5. Math portfolios should be used for all math subjects. Use the journals to demonstrate student improvement in writing as the year progresses. (2.2)
6. Give all students in grades 10 –11, a copy of the state designed rubric scoring for open-ended questions. Let them collaboratively score sample writing of responses of anonymous students throughout the school year. (2.2)
7. All math students should have a copy of the HSPA math reference sheet so that they can become familiar with the formulas, push outs, equivalent measurements, and usage of the data. Let them use this all year long. (2.2)
8. Insert an authentic math project or a math technology project such as web quests in the written curricula. These projects contain higher order thinking skills that meet the 4.5 NJCCCS. (2.1, 2.2)
9. The district should investigate the removal of the F50 policy. (2.2)
10. During department meetings, conduct sessions on specific ways to use data to modify instruction. Emphasize differentiated instruction and provide necessary additional assistance for teachers who need more practice implementing differentiated instruction in the classroom. (2.3)

Special Education/ELL

1. Adopt an assessment procedure that will provide teachers with ongoing student data that will enable them to provide appropriate instruction, and accurately measure student achievement on

a quarterly basis. This data will also enable teachers to report accurate and useful “present level of performance” information on IEPs. (2.1), (2.3)

2. Incorporate standard lesson plan for all teachers to ensure that students understand what, why and how they are being instructed. (2.2)

STANDARD 3 - INSTRUCTION

The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Interviews of administrators, teachers, chairpersons, team leaders, district and school supervisors of special education and bilingual education, non-instructional staff
- Review of curriculum documents, textbooks, resource guide to special education, bilingual and ELL curriculum documents, lesson plans, course descriptions, student assessment documents, student handbook, department meeting agendas, Abbott Report on Instructional Priorities, district professional development plan, School and Community Survey, School Report Card
- Classroom visitations, classroom and hallway displays, common area visitations
- IEP Review

STANDARD 3 INDICATORS

3.1 There is evidence that effective and varied instructional strategies are used in all classrooms.

FINDINGS—LANGUAGE ARTS

The school does not have a procedure for instructional practices. Visitations indicate most teachers rely on teacher-directed instructional strategies that include lectures, whole-group instruction and worksheets. Few teachers accommodate various learning styles, multiple intelligences and brain research. Most activities require students to memorize facts and details. The use of higher-order thinking or problem-solving skills is limited. Teachers may include connections within their content areas, but they do not routinely make interdisciplinary connections. Review of courses of study documents indicates little connection to the NJCCCS in the area lesson structure and delivery. Some teachers provide opportunities to address cultural diversity but this is on a limited basis.

FINDINGS—MATHEMATICS

Although a student-centered instructional practices philosophy is reflected in both the curriculum guides and the textbooks, it is not being consistently implemented. Differentiated instruction is evident in few classrooms. Some teachers celebrate those students who think “out of the box.” In some cases lesson plans yield little information about procedures, instructional strategies and authentic assessments. Few teachers post their class objective for students to see and understand the focus and expectations for the class. The use of closure as a valid instructional strategy is not in evidence. Evidence indicates that in some cases, teachers simply run out of time. Some teachers express significant concern that the periods are too short and that split lunches are an impediment to meaningful instruction. The Life Skills and IMP curricula create intentional interdisciplinary

connections. While some teachers in other math classes deliberately foster those connections, they are not universally made.

FINDINGS—SPECIAL EDUCATION AND ELL

There is minimal evidence that teachers in both inclusive and resource room classrooms utilize varied instructional strategies. Instruction often consists of traditional teacher prompts and student responses. Little, if any, re-teaching and/or replacement instruction is observed. Very little evidence exists that teachers are addressing various learning styles. Teachers report that they are expected to adapt the district's curriculum to meet the needs of individual students. Specialized/adapted materials are being provided. To a limited extent, paraprofessionals are being used to augment student learning in resource rooms where the student enrollment requires paraprofessionals.

ELL: The high school does not have a bilingual program. The district bilingual program ends at grade eight. Students that qualify receive ELL instruction from one teacher that services the ninth grade students at another building as well as the high school students. The ELL instruction is only in literacy. For the balance of their instruction, ESL students participate with non-ESL students in academic classes. The ELL teachers must address the needs of students in grades ten through twelve with varying native languages and English proficiency. The teacher utilizes a variety of instructional methods to address the student's literacy needs.

3.2 Instructional strategies, materials, software, supplies and learning activities are sufficient and available and aligned with the district, school and state goals and assessments.

FINDINGS—LANGUAGE ARTS

Instructional strategies are aligned to the textbook, but are not linked to the school curriculum. Few learning activities require students to complete assessment tasks similar to those on the state assessment. The textbook is the primary instructional resource used in most classrooms. Instructional resources are sufficient in some content areas to support the school's implemented curriculum, but do not reflect diversity, and few are age and/or developmentally appropriate. The media center provides limited current and appropriate reading resources for staff and students. The Analysis Overview of Media Materials indicates the average age of the material is copyrighted 1982. Most of the book selections are geared toward the young adult level with little or no opportunities or expectations to read above this level. Although they are not denied the purchase of materials, there is no formal process in place for staff and students to recommend new materials. Periodicals are not readily accessible to either students or staff, as they are stored in a separate room. There are no procedures in place to announce the arrival of new materials or to notify staff of the removal of materials.

Computers are located in the media center, but teachers state these computers are rarely available for students or teachers to complete word processing projects. There is limited availability in the scheduling of these computers for use as the media center is used for a variety of school and district functions.

FINDINGS—MATHEMATICS

The district has recently adopted new textbooks in Algebra I, II and Geometry and will implement a new AP calculus text in the fall. The texts suggest strategies that are not incorporated into the current

curriculum guides and have not previously been universally part of the course offerings. Some teachers align their strategies to the text while others remain more conventional. Curriculum revision is scheduled for this summer. The district has implemented three levels of Integrated Math Program (IMP) to provide greater alignment of instruction for lower performing students with the goals of district and state goals and assessments. IMP 4 may not be offered next year due to limited enrollment. In IMP, students consistently solve open-ended problems similar to those on the state assessments. The curricula and texts are culturally responsive and most are developmentally appropriate. Special Education students will receive fully implemented IMP curricula beginning in September 2006. Textbooks, manipulatives and calculators are sufficient to meet the needs of the population. Little mathematics software exists and less opportunity to use what is on hand due to computer lab constraints. Some computers in math classrooms can interface with the televisions but there is no evidence how frequently this technology is employed. Teachers have overhead projectors and many use their graphing calculator attached.

FINDINGS—SPECIAL EDUCATION AND ELL

There is evidence classroom learning activities are aligned with the district, school and state goals and assessments, but there is minimal evidence that learning activities routinely require students to complete assessment tasks similar to those on state assessments. Supplemental teachers are provided instructional materials that are designed to prepare the students for the state assessment-HSPA, but special education students are not consistently receiving instruction in HSPA strategies.

3.3 Instructional strategies and activities are continuously monitored and aligned with individual student needs.

FINDINGS—LANGUAGE ARTS

School leadership monitors classroom instruction through the submission of lesson plans and the requirement for a final exam. However, limited evidence is found to indicate feedback is provided to assist teachers to modify instruction to meet the needs of the diverse student population. Few teachers intentionally employ differentiated instructional strategies that accommodate the learning styles of the students.

FINDINGS—MATHEMATICS

Lesson plans submitted weekly to the department chairman will be submitted electronically beginning September 2006. However, anecdotal feedback is not regularly given. The building department chairperson conducts some informal classroom visits. The position of math team leader is in place. Instructional coaching is not currently an intentional occurrence of the math leadership team due to time limitations. The goal of the implementation of IMP and the introduction of the new textbooks is to improve instruction to positively impact student achievement. To date, the needs of all students are not being met because differentiation is not universally nor effectively used in many classrooms and students' learning styles are not sufficiently accommodated. The HSPA strategies program includes two formats for delivering remedial instruction: extended learning blocks and a single period designation. New learning from professional development is monitored for implementation.

FINDINGS—SPECIAL EDUCATION AND ELL

There is minimal evidence that school leadership closely monitors classroom instruction on an ongoing basis. Lesson plans are submitted to the team leader who is not a supervisor. There is some monitoring

of lesson plans by building vice principals. Some teachers develop their plans electronically. Online development of lesson plan will be required in the fall. Lesson plans are not monitored to assure their alignment with the diverse learning styles and specific instructional needs of special needs students. Instructional strategies do not intentionally incorporate cooperative learning strategies, interdisciplinary thematic units, and multiple intelligences.

ELL: The district Bilingual/ESL supervisor supervises the ELL teacher. There is some monitoring of lesson plans by building vice-principals.

3.4 Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

FINDINGS—LANGUAGE ARTS

Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices. Many teachers have the necessary content knowledge consistent with the NJCCCS; however, few teachers use this knowledge to plan units of study within their content area and as a result, rely on the textbook. Some teachers demonstrate the necessary knowledge of literacy skills and include them as a regular part of their classroom instruction. There is little evidence of teachers utilizing process writing on an on-going basis. Most teachers have students writing once a month. No evidence is found to indicate a requirement for a long-range writing project that reflects the use of footnotes and multiple resources. The district form is not consistently completed to indicate a holistic score utilizing the state rubric or student evaluation of his/her own writing and peer evaluation. Many teachers do not set high expectations for students, particularly for those who currently do not plan to attend college. Some teachers demonstrate the necessary technological literacy skills and include them as a regular part of their classroom instruction; however, many teachers change classrooms and are unable adequately to set up the technology to improve student learning. Most classrooms have only one computer and the school computer lab and the media center lab do not provide adequate time for students to utilize this technology.

FINDINGS—MATHEMATICS

Some teachers demonstrate their content knowledge through their ability to communicate mathematically and use effective and varied instructional strategies, but some do not. Some teachers continue to believe that students are not up to the academic challenge and causes instruction to suffer a decrease in rigor. This belief is that conflict with research speaks to high expectations having a positive impact on student achievement. While teachers are participating in professional development experiences, the application of this knowledge in the classroom is not being monitored.

FINDINGS—SPECIAL EDUCATION

The special education teaching staff praises the district for its commitment to professional development opportunities. The major emphasis of the professional development that has been offered has been tied to the adoption of a new mathematic program. The special education teachers demonstrate the content knowledge consistent with NJCCCS. Providing students with higher order thinking skills continues to be a challenge. Special education teachers report that they are in need of staff development that is specific to the instructional needs of their students.

FINDINGS--ELL

The ESL teacher demonstrates the content knowledge consistent with NJCCCS. Due to the multi-grade and multi-language grouping of the ESL classes, providing the students with instruction beyond the basics is a continuous challenge.

3.5 There is evidence that teachers incorporate the use of technology in their classrooms.

FINDINGS—LANGUAGE ARTS

Visitations indicate teachers use technology as a part of instruction, but the technology is not seamlessly integrated into the instruction across content areas. Classrooms have a TV, VCR/DVD player and overhead projector, but limited opportunities are seen to indicate technology expands the classroom into the community. Technology is available to students, but the accessibility is limited. Teachers are expected to utilize technology, but the instruction is not monitored fully and support for teachers is limited. The alternative high school is located in the English wing and teachers report this hinders their ability to work with students. Teachers must vacate their room at the end of the day to allow the alternative school to begin. Teachers do not routinely use e-mail as a means of communicating with staff or parents. Many teachers submit lesson plans electronically and it will be a requirement for next school year.

FINDINGS—MATHEMATICS/SPECIAL EDUCATION/ELL

Class sets of TI-84+ graphing calculators, overhead projectors, teacher PCs and televisions are visible in all classrooms. Technical assistance from the district is provided on an as needed basis. There are two technology trainers in the district. Teachers do not universally use e-mail as a communication tool. Students and staff use calculators including graphing calculators effectively throughout the department. While overheads are in use, more often they are used as a teacher tool and not handed to students. The use of computers as a meaningful instructional strategy is used on a very limited basis. Students in Life Skill Math are scheduled into the computer lab once a week as part of the instructional program. Currently, with the exception of Business Information and Vocational Technologies, students have access to only one computer lab.

3.6 Teachers examine and discuss student work collaboratively and use this information to inform their practice.

FINDINGS—LANGUAGE ARTS

Most teachers report receiving training in protocols for analyzing student work, but the protocols are not always implemented. Teachers may meet informally to review student work. However, teachers report there is no formal procedure in place to meet to discuss student work focusing on a particular level. Teachers have meetings where they receive results of state assessments. However, little evidence is seen to indicate an analysis of results is conducted and the information is used to guide instructional practices.

FINDINGS—MATHEMATICS

Math teachers meet once a month but do not meet for the purpose of collaborating to analyze student work samples. Individual teachers look at student work but not with an intention to assess their own instructional effectiveness or to identify ways to differentiate their instruction to meet student needs.

FINDINGS—SPECIAL EDUCATION AND ELL

Although the special education teachers meet monthly there is little evidence that they analyze student work to inform instructional practice. School leadership does not foster this practice.

ELL:

There is only one ESL teacher who has minimal time to collaborate with the academic teachers of the ESL students.

3.7 There is evidence that homework is frequent and monitored and tied to instructional practice.

FINDINGS—LANGUAGE ARTS

Interviews and visitations indicate few students can articulate the relationship between class work and homework. Homework does not extend student learning and follow-up for homework is not provided. School leadership does not have a homework policy.

FINDINGS—MATHEMATICS

Instructional follow-up to homework is part of the classroom protocol. It is checked for completion at the beginning of class then reviewed with the class answering teacher questions and providing answers. Homework is sometimes an opportunity to complete an assignment previously given in class. A district homework policy does not exist. Homework is not universally assigned Monday through Thursday.

SPECIAL EDUCATION/ELL:

There is no policy governing the implementation of homework to enhance student achievement. Some teachers provide students with homework assignments. Homework is not used to provide students with opportunities to demonstrate authentic connection that affords them a deeper understanding of lesson content.

FINDINGS—DISTRICT

The district does not have a homework policy.

STANDARD 3 NEXT STEPS

Mathematics

1. Teachers should post objectives in plain view and explain them to students at the beginning of class. (3.1)
2. Teachers should apply the rubric frequently and give students the opportunity to assess work samples as a means of self-reflection and to make them more comfortable with the criteria for proficiency. (3.4)

STANDARD 3 RECOMMENDATIONS

Language Arts Literacy

1. The school/district should provide professional development on implementing HOTS (Higher Order Thinking Skills) into the delivery of instruction, while accommodating the various learning styles found in a class. (3.1)
2. Teachers should design lessons, strategies and assessments that are similar to the state assessment. (3.2)
3. Instructional resources utilized should reflect diversity and all instructional resources should be age and developmentally appropriate. (3.2)
4. The school/district should investigate providing periodicals online and the readability of materials in the media center should move past the young adult level and reflect the needs of the higher performing student. (3.2)
5. The school/district should investigate providing on-going, job-embedded professional development for the integration of reading strategies in the delivery of instruction and for the use of disaggregated data to enable teachers to effectively prepare students for the HSPA. (3.4)
6. Professional development training in the use of email should be provided. Once this training has been provided, teachers should be required to use email to communicate with school leadership, colleagues and parents. (3.5)
7. The school should implement a requirement for a literary research paper as cited in NJCCCS 3.2d. (3.4)

Mathematics

1. The school/district should provide continuous, job-embedded, supported and monitored professional development with a goal to align curricula and lesson plans with best practices in instruction that will foster high expectations and maximize opportunities for student engagement and achievement. (3.1 – 3.4)
2. The school/district should provide opportunities for all teachers to experience best practices instruction by identifying classrooms where teachers demonstrate exemplary instructional skill as demonstration classrooms and/or create a digital library of best practices that highlight teachers within and beyond the district who effectively use differentiated instruction and an inquiry based methodology. (3.1 – 3.5)
3. The school/district should investigate ways within the math leadership structure to realign job responsibilities and descriptions to accommodate time for instructional coaching. (3.3)
4. The school/district should reallocate resources to provide adequate, appropriate technology resources and professional development for teachers to effectively integrate computers into math instruction. (3.5)

5. The school/district should provide professional development in the analysis of student work samples and analyze assessment results among other activities. (3.3, 3:5)

Special Education and ELL

1. The Director of Special Services in collaboration with the Special Education Supervisor and in conjunction with special education teachers from grades 3-9 should exam how the literacy and mathematic skills are being taught and determine what steps are necessary to insure that students arrive at the high school better prepared (3.1)
2. Special education teachers require ongoing staff development that: 1) is job-embedded, 2) addresses varied instructional and test taking strategies and 3) assists teachers in utilizing assessment data to address student learning needs and 4) provides teachers with concrete means of adapting the district curriculum and mandated instructional materials. (3.1)(3.2)(3.3)
3. The district should provide the special education and ELL depart with instructional materials designed to prepare students for state assessments. (3.2)
4. School leadership should foster teacher collaboration to enable teachers to discuss student work to inform practice. (3.6)
5. HSPA preparation courses should be offered to non-special education and ELL students should be made available to special education students. (3.2)

District

1. Create a homework policy. (3.7)

STANDARD 4 – SCHOOL CULTURE

The school functions as an effective learning community and supports a climate conducive to performance excellence.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Interviews with administrators, teachers, guidance counselors, security personnel, cafeteria staff, students, district crisis manager
- Review of Emergency Management Manual, Safe School – Healthy Students Manual, The Key: Student handbook, School and Community Perception Survey, NJ Report Card Narrative, School Report Card, Master Schedule, Attendance Records, Comprehensive Equity Plan, Drop Out Rates, Site Feasibility Study Addendum #1 and teacher observation rubric
- Classroom visitations, large group area observations, student rest room visitations, hallways visits

STANDARD 4 – SCHOOL INDICATORS

4.1 The principal and school leadership are responsible for and supports a safe, clean, hospitable, orderly, and equitable learning environment.

FINDINGS:

The physical structures and conditions of the school generally provide a safe, orderly, and hospitable environment. The majority of teachers, students, and parents feel safe in the school. Many teachers and support staff have concerns over the accessibility that outsiders could have through unlocked doors at the side of the school by the trailers. Part of this is the result of the overcrowded condition of the school that results in students having classes in trailers located outside of the building, which requires them to leave and reenter the main building every period. There are 7 security personnel members circulating during the regular school day and 2 during the alternative day. During the lunches, one security guard is assigned to each lunchroom. The daytime personnel are much more visible in the back of the school on the first floor and are responsible for a particular section of the building. They are in the area where most of the door concerns were expressed, but the supervision of the students going to the trailers is mainly left to the teachers conducting classes in those locations. A security camera is in place that covers most of the area where the students are passing to and from the trailers. A Millville police squad car is in the parking lot in the morning and afternoon dismissal as well as the alternative school dismissal.

The building is relatively neat and orderly despite the age of the facility and the number of students that use it during the course of an instructional day. The custodial staff has, in general, the resources needed to adequately maintain the building.

The school leadership has established and implemented a discipline policy that has the confidence of the staff. The teachers and support staff feel that the discipline is equitable and consistent and they all feel supported by the administration. The administration provides a student handbook, “The Key”, and a suggested sequence for the homeroom teachers to follow at the beginning of the year to make all of the students familiar with the discipline policies. Additionally, the administrative staff does homeroom visitations to inform students of behavioral expectations. The scheduled fire drills, lockdown drill and evacuation drill practice some of the necessary safety procedures and the district crisis manager is housed at the high school. The teachers also feel that their color-coded crisis cards given to them by the administration are very good because it gives them an initial course of action for crisis situations. The only concern that the teachers express is that these drills are almost exclusively run before 6th period. The teachers feel that a disproportionately high number of students are called out of 2nd period, which impacts that instructional time.

Behavior standards are well defined, are communicated to the students and are equitably enforced, but academic standards for classes are defined by the individual teachers and the primary form of instruction noted during visitations is teacher lecture or power point presentations giving notes in all levels of classes. This is very equitable, but a large degree of disinterest is observed and this disinterest is reiterated by several students during interviews. The main learning environment data that the school leaders have been using appears to be the HSPA scores. The teachers feel that the school leaders provide sufficient amounts of professional development for the staff, but it is up to the staff to utilize it. There does not appear to be follow-up or feedback on the professional development.

Some individual teachers utilize their own surveys to collect data on their learning environment, while others state that they check their learning environment by their interaction with students. This interaction is mostly done in higher-level classes as opposed to all level classes. The safety equipment of the science department is checked periodically by an outside individual to ensure that the eyewashes, drench showers, fume hoods, gas and water lines are working properly in those areas. The Right-to-Know officer also updates the necessary staff each year.

4.2 School leadership, teachers, and staff members hold high expectations for all students academically and behaviorally and inspire their best efforts as evidenced in their interactions, attitudes and instructional practice.

FINDINGS:

A climate conducive to performance excellence is primarily demonstrated in the upper level and AP courses. Some teachers demonstrate this in lower level classes. A greater number of teachers accept lower expectations due to student apathy or lack of motivation. Teachers define interactions between staff and students regarding academic performance at the beginning of the year, but few teachers express that they solicit or receive feedback from students on ways to improve the student's academic performance.

Many teachers express genuine care and concern for their students. Many of the staff members act as informal mentors to students even though there is no specific adult advocate for most students other than their individual guidance counselor. The alternative school has most of the students involved in some degree of mentoring or advisor-advisee program.

A well-defined code of conduct is equitably applied to all students. School leadership promotes the code through the teachers at the beginning of the year and provides each student with a handbook containing the code. All members of the staff feel that the discipline is fair and equitable.

4.3 School leadership and teachers accept responsibility for student success/failure.

FINDINGS:

School leadership and the teachers accept the responsibility for the success or failure of the students. Teachers are asked to reflect upon the impact of their instruction as part of the observation process; however, this reflection does not always lead to improvements in classroom practices. The school leadership and most teachers do not formally elicit feedback from students on the instructional effectiveness of their methods. The School Leadership Committee develops plans and passes these on to focus groups who then implement them. The school leadership provides professional development opportunities for teachers if they choose to utilize them and teachers work on curriculum to meet the needs of the HSPA testing.

4.4 Student achievement is highly valued and publicly celebrated (for example, displays of exemplary student work, assemblies).

FINDINGS:

Staff members regularly recognize student achievement through subject and class students of the months, Leaders Club, recognition program during Back-to-School night, posted honor roll lists, displayed student work, morning announcements and a new Renaissance program started this year to motivate and reward students for achievement. Classes vary in the amount of student work that is showcased around the room and in the hall. Scoring rubrics are sometimes displayed with the work.

Marking period honor roll and perfect attendance and athletic awards are on display at various places throughout the building. The hallway at the entrance to the auditorium has an impressive display of the productions of the performing arts. Achievements are recognized in the school newspaper, which is produced once per marking period and in the local newspaper as a monthly, one-page advertisement.

4.5 The school matches teacher strengths and experience with the needs of students. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

FINDINGS:

Students have equitable access to most classes with a stated goal of being more inclusive next year. The schedule has proven to be flexible enough to have a completely new teacher schedule added midyear. Departmental guidelines are used to assist students in selecting classes with students having the option of selecting non-recommended classes with parental approval. New hires are generally placed into the existing opening so that a new teacher could have a schedule comprised of high achieving classes in one room or one comprised of high maintenance classes requiring movement to several different rooms. The master schedule is built from the ground up each year and it is evident in the observed enrollment that work is done to keep the class size balanced and equitable. Department heads and schedule builders keep equity within the departments and match teachers to the needs of the schedule and the students. The student/faculty ratio is only slightly above the state average with most of the classes visited containing 25 or fewer students.

Special education students are scheduled based on the recommendations of the child study team personnel.

STANDARD 4 NEXT STEPS

1. Supervision should be provided at the entrance near the trailers. (4.1)
2. Teaches should begin class instruction with a warm up activity and close with a summary. (4.2)
3. Post ongoing pictures of the house construction project and wood shop projects on the school website. (4.4)

STANDARD 4 RECOMMENDATIONS

1. Teachers should administer a survey for student feedback on the effectiveness of their teaching strategies to be used for the individual teacher's personal reflection. (4.3)

2. The school/district should provide professional development on the use of power point in the classroom as an interactive device that can be used to stimulate thought, questions, and reflective dialogue between students and teachers. (4.3)
3. Encourage teachers to do peer observations to promote more varied instruction. (4.3)

The existing teacher observation rubric/form needs to have a components of effective instruction added to facilitate effective instructional delivery. (4.3)

STANDARD 5 - STUDENT, FAMILY AND COMMUNITY SUPPORT

The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with 6A:10A-3.6 Supports for Parents and Families and NCLB §1118 Parental Involvement.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Review of district three-year operational plan, SLC meeting agendas and minutes, communications to parents, list of community partners, student attendance reports, health logs, notice of supplemental education services, school website, student handbook, student progress reports, student report cards, parent workshop documents, PTSA meeting minutes and parent/community perception surveys
- Interviews with school leadership, staff, parents and students
- Classroom visitations and observations of common areas

STANDARD 5 INDICATORS

5.1 Families and the community are treated as partners with the school and district with frequent communication via take-home notes (in appropriate languages), e-mail and phone calls when necessary.

FINDINGS:

Families and community members are welcomed in the school. Some of these members serve as members on the School Leadership Council (SLC). There is an active Parent Teacher Student Association in the school that meets regularly to discuss activities and upcoming events at the school. However, effective strategies to increase parental and community participation on planning and decision-making committees have not been sought.

Communication between school and families is generally in person, by telephone or in written form. Some teachers communicate with parents through e-mail. Families receive student progress reports and report cards at regular intervals that contain both a letter grade and computer-generated teacher comments on student performance. Student accomplishments, upcoming events and other pertinent information are publicized in the school newspaper, on the school website and on Channel 13 (a local television channel). Additional school to home communications occurs in both English and Spanish.

The school guidance department sends out a monthly e-mail newsletter and maintains a guidance website to provide information about events happening within that department.

5.2 The school ensures that ALL students, including special education students and English language learners are taught what they are expected to learn and are provided with additional instructional programs and services in and beyond the classroom based on documented need.

FINDINGS:

School leadership has implemented an extended learning time for students in need of HSPA remediation. Some teachers are assigned tutoring periods as part of their administrative duties. Many teachers make themselves available beyond the classroom to students requiring additional assistance. Some teachers are not able to provide after school tutoring due to classrooms being used for the alternative school program. The school-based youth services clinic provides tutoring to students who request help. Students on homebound instruction are being serviced in one of two ways: teacher tutor or an online tutoring service.

The school guidance program, Intervention and Referral Services (I&RS), Child Study Team (CST), Student Assistance Counselor (SAC) and nurse coordinate support services to remove barriers to learning for at risk students and meet intellectual, social, career and developmental needs of students. The school-based youth services clinic provides services to accommodate student needs (e.g., employment and health services, skill building workshops); however, transportation issues and family or work responsibilities often prevent students from taking advantage of this program. This clinic, called the LINK, is new and many staff, families and community members do not yet know the full range of services this program offers. There is no nurse practitioner at the LINK to provide health services to meet the needs of the population of Millville Senior High School students.

5.3 Students who are falling behind receive necessary additional assistance to support their learning in and beyond the classroom.

FINDINGS:

Students are provided opportunities for assistance beyond initial classroom instruction (e.g., tutoring, extended learning time for HSPA remediation); however, transportation is not provided after school and many do not take advantage of these services. There is some collaboration and coordination among support programs (e.g., guidance, I&RS, school-based youth services clinic) to eliminate gaps and overlap in the delivery of services supporting student achievement. The school guidance department meets with students, both individually and in small groups, throughout the year. The school and community partners collaborate to provide students opportunities for service learning.

STANDARD 5 NEXT STEPS

1. A subcommittee of the SLC should be formed to explore creative strategies for recruiting parents and community members to share in meaningful ways (e.g., planning and decision making) in raising student achievement. (5.1)

STANDARD 5 RECOMMENDATIONS

1. School leadership should foster a belief that parental and community input is valued and necessary in planning and decision making to increase student achievement and evidence this in practice. (5.1)
2. All staff, students, parents and community members should become more familiar with the services the school-based youth services clinic (LINK) provides and, in turn, continue to support, fully explore and utilize this program to support student achievement. (5.2; 5.3)
3. School leadership should ensure that all teachers have access to classrooms or areas to provide after school tutoring to students in need of additional assistance. (5:2)

STANDARD 6 - PROFESSIONAL DEVELOPMENT

The school provides research-based, results driven professional development opportunities for staff that are consistent with the district's professional development plan and implements performance evaluation procedures in order to improve teaching and learning.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Administrators/teachers/Staff/Parents/Support staff interviews
- Review of three-year operational plan, professional development folders with certificates, School profile PowerPoint, school and community survey, sample administrative PIP's, record of professional development hours for workshop attendance, Standard 6 three ring binder with PD materials and hand-outs, lesson plans, SLC meeting agendas, faculty meeting agendas
- Classroom visitations

STANDARD 6 INDICATORS

6.1 There is evidence of a school wide professional growth plan that supports collaboration among staff and decreases isolation and fragmentation.

FINDINGS:

The District PD coordinator has conducted workshops on various subjects such as Differentiated Instruction, Poverty Articulation, Designing Rubrics, Guided Reading Processes, Learning Contracts, etc. These workshops are research-based and timely for District needs and are well-received by the school staff; however, no evidence is found that these training events grow out of a long-term growth plan for the school, and they do not provide a process for sustained and continuous growth of the professional staff through job-embedded opportunities. Interviews with teachers reveal that when they request personal development experiences, they are generally granted. Most staff members participate in the district-wide professional development workshops; however, limited professional development activities are provided to other support staff such as security, custodial and office administrative staff

due to contractual issues, but PD is available if requested. Some professional development hours are required of support staff as appropriate .

Members of the School Leadership Council (SLC) are not aware of their role in the school, especially as it pertains to its professional development. The Performance Excellence Group (PEG) process is a positive idea and provides a structure that encourages leadership development, process analysis, problem solving and action planning.

6.2 School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Improvement Plans (PIP) of teachers and principals.

FINDINGS:

There is little evidence that professional development opportunities are determined based on the results of analysis of student achievement data and that they are aligned with the school's learning goals for students, the PIPs of staff members, and a school professional development plan. Though most professional development requested through the PIP process are usually granted, they are generally focused on the "100 hour" requirement and not related to student achievement needs. No evidence of the existence of a school level Professional Development Committee as required by NJDOE regulations is found.

6.3 Professional development is high quality, job-embedded, frequent, tailored to teacher needs and school-based.

FINDINGS:

Workshops are regularly scheduled and are research-based and high quality; however, there is not enough emphasis on continuous growth through job-embedded opportunities. Teachers participate in these workshops, but there is limited accountability to ensure the transfer of acquired professional development into research-based pedagogical practices in the classroom. Follow-up evaluation of professional development implementation is not institutionalized. The district has established a partnership and collaborates with Stockton College to conduct an on-site Master's Instructional Technology program with an enrollment of about twenty teachers.

6.4 The school leadership uses the employee evaluation and the individual professional growth plan to connect improvements in teaching practice with individual classroom goals.

FINDINGS:

The Annual Performance Review (APR) for staff is completed collaboratively. The Professional Improvement Plans do not always tightly correlate with the school goals, instructional needs of students and the professional needs of individual staff members as reflected in the evaluation. They provide minimal references to sustained professional development. Staff reward systems are traditional.

STANDARD 6 RECOMMENDATIONS

1. The SLC should receive extensive training in the regulations and processes that will empower the group to become an effective change agent in the school. (6.1) Training may include sensitivity training, group dynamics, meeting strategies, communication strategies and action planning. Train the SLC, administrators and staff in the use of data analysis to improve classroom instruction.(6.2)
2. The school should form subcommittees of the SLC to specifically conduct needs assessment for professional development and data analysis to develop a school professional development plan, and ensure sustained implementation of the school plan. (6.1)
3. The school should expand the application of research-based strategies to implement and sustain meaningful change from teacher-centered classroom lecture-oriented instruction to student-centered learning activities such as cooperative learning, project-based learning, etc. (6.1)
4. Provide job-embedded Microsoft Office (Email, Word, Spreadsheets, Etc.) and instructional technology professional development for all staff and monitor its use. (6.3)
5. Continue efforts to research and implement smaller learning communities and career academy initiatives. (6.1)
6. Review and adjust the Annual Performance Review to include sustained professional development that directly relates to student needs and achievement and school goals. (6.4) (6.4)
7. Use or establish a District Educational Foundation to provide mini-grants to teachers that identify and apply instructional improvements or apply research-based programs that are geared towards improved student achievement. (6.4)
8. Provide opportunities for professional development for all support staff which addresses their specific needs. (6.4 (6.1, 6.4)
9. Continue to provide professional development activities that will enable staff to use differentiated instructional strategies, research-based best practices, collaborative and mastery-learning, higher order thinking and multi-learning skills. The school/district should consider taking advantage of the myriad of professional development opportunities provided by the NJDOE.
(<http://www.nj.gov/njded/educators/cccsdpd.pdf>)

STANDARD 7 - EFFICIENCY, ORGANIZATIONAL STRUCTURE AND RESOURCES

School instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Administrator, teacher and non-instructional staff, and student interviews
- Review of School Leadership Council agendas, faculty meeting agendas, monthly department meeting agendas Student Handbook, Course Descriptions, School and Community Perception Surveys, power point presentation, textbook list and Supplemental Materials and Media Catalog, Professional Improvement Plans
- Classroom visitations

STANDARD 7 INDICATORS

7.1 The principal ensures all teachers have the instructional materials and the training necessary to master the CCCS.

FINDINGS:

Staff indicates that materials and supplies are readily available, with appropriate processes for ordering. Although much professional development provided, there is little evidence that teachers have been trained to analyze data or are the teachers encouraged to revise their instructional strategies to enable students to master the NJCCCS. The analysis of data is promoted during the Summer Trek, but this analysis is not continuous during the school year. Teacher training is supported through the Personal Growth Plans (PEG/PIP) and most requests for off-site professional development programs are approved. There is no evidence that skills acquired become embedded in daily instructional practice. There is no evidence the teacher training is embedded in a school professional development plan. Opportunities for teachers to collaborate and share best practices are informal and available on an as needed basis.

7.2 The principal ensures data are analyzed and disaggregated to assist teachers in adjusting their instructional practices.

FINDINGS:

There is no evidence in faculty or departmental meeting agendas of any sustained effort to promote the analysis of data to inform instruction. Some teachers are able to articulate that their instruction is informed by data, but the data is not disaggregated. The use of differentiated instruction and attention to the students' individual learning styles is not common in the instructional program. HSPA data is analyzed to place students in a HSPA Strategies class that meets every day to assist them in attaining a level of proficiency.

7.3 The principal plans and allocates resources, appropriately assigns staff, monitors progress, provides organizational support, and removes barriers to sustain continuous school improvement with a commitment to equity, diversity and the learning needs of all students.

FINDINGS:

The principal ensures that staff assignments are made to make optimal use of teachers' qualifications but assignments are not based on the analysis of student performance data. A standardized curriculum is in place to ensure that all students receive equal access to the curriculum. The principal mentors non-

tenured teachers. The leadership monitors the instructional programs through observation, classroom walk throughs, improvement action plans and follow-up conferences, but there is little indication that the monitoring is systematic and on-going or that appropriate modifications to the instructional program to advance the improvement of student achievement are made. There are some efforts to mitigate the lack of student proficiency on the HSPA through in-house professional development aimed at modifying instructional practices. There are two teachers with emergency certification and four alternative route teachers on the staff. The majority of the staff is appropriately certified. Space in the building is at a premium, and some special education classes are taught in a room with a two classes separated by a divider. Students have equal access to all educational programs and cultural diversity is celebrated throughout the school year. The F50 Policy is a barrier to promoting high expectations for student achievement and undermines academic rigor. School security is not assigned to monitor the front door and the doors that are used to access the trailers.

7.4 The principal gives highest priority to academic performance, sustaining a learning environment that promotes development of teacher leaders and efficiency of operations.

FINDINGS:

The principal and the SLC meet each month. The SLC acts as a catalyst for new initiatives. The staff is not provided the minutes of the SLC meetings; however, they are shared at monthly faculty meetings. Student academic performance and the connection between the NJCCCS and student academic achievement is not routinely discussed with staff through faculty or department meetings. The staff reports that the principal provides organizational direction and supplies building leadership to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students.

STANDARD 7 NEXT STEPS

1. Provide the staff with the minutes and recommendations of the SLC. (7.1)
2. Study the positioning of school security and reassign them to provide more supervision at critical school entrances and exits. (7.3)

STANDARD 7 RECOMMENDATIONS

1. The school leadership should plan ongoing professional development activities for staff on techniques needed to interpret and analyze a variety of test data to plan instruction resulting in differentiated strategies in the classroom. Other important areas of training should be higher order thinking skills, cooperative and mastery learning and differentiated instruction. (7.1)
2. Teachers should have access to disaggregated data to develop the benchmark assessments that will enable them to adjust their instructional program to meet the needs of students. (7.2)
3. Recognizing that grade level and subject area teachers should have common scheduled planning periods for team meetings, school leadership should ensure that these meetings are structured to address teaching strategies, student needs and related issues with minutes being kept and distributed to participants and administration. (7.3)

District

1. Modify the F50 practice. (7.3)

STANDARD 8 - ORGANIZATION STRUCTURE AND RESOURCES

There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Administrator, teacher, guidance, students, and non-instructional staff interviews
- Review of master schedule, perception surveys, handbooks, and lesson plans
- Classroom visitations

STANDARD 8 INDICATORS

8.1 Leadership ensures that staff protects and makes efficient use of time to maximize learning and the school schedule reflects instructional priorities.

Findings:

The school leadership has established procedures to protect instructional time via the creation of the alternative school and an expanded first period. However, the extended first period is designed to accommodate morning announcements that usually take longer than the time extension. The alternative school program is held as an after school session. The school population is at the maximum of 125 students and is composed of 50 special education students and many disciplinary referred students. There is minimal articulation between the day school and the alternative program and the teachers must assume the responsibility to gather information regarding new students. There is very little articulation between the administrations of both schools. There is an exit procedure to allow students to return to the day program. Additionally, students must sign a contract for academic behavior before returning. There is controversy surrounding this practice as the alternative teachers see it as a setup for failure. Students may be returned to the alternative program for a single violation of the contract.

This program, while functioning on its own merit, has reduced the discipline problems in the regular classes thus providing an opportunity to maximize instructional time. Classroom visitations, in many cases however, fail to show the maximum instructional benefit.

Professional development for day school staff is provided during the school day. This, sometimes, affects instructional efficiency due to inadequate substitutes or teachers of different disciplines covering the classes.

Assembly programs and field trips are incorporated in the school schedule as appropriate.

Due to overcrowding there are some teachers that have no home base and must move their instruction from room to room. Several teachers move as many as five times in a school day. Additionally, the lack of classroom computers impacts on effective instructional use.

Student attendance has become an issue regarding instruction. The district student attendance rate is well below the state and DFG average.

The lack of adequate transportation for the alternative school negatively impacts on that school's attendance and ultimately its instructional effectiveness.

The master schedule is designed to reflect classroom/teacher availability. An attempt is made to accommodate the needs of the students based on teacher and space availability, and the schedule has the flexibility to allow for creativity within the departments to emphasize test preparation.

8.2 School leadership promotes staff/team planning vertically and horizontally across content areas and grades that is focused on the goals, objectives and strategies in the report on instructional priorities (e.g., common planning time for content area teachers; emphasis on time on task, and integrated units).

FINDINGS:

There is no planned or scheduled common planning time, either horizontal or vertical, for the regular classroom teacher. In class support staff, by nature of their position, does have common planning time with their regular education teacher. The alternative school is able to provide common planning time due to the afternoon scheduling. There is no indication of agendas or minutes relating to any collaboration, planned or otherwise.

The alternative school utilizes the school area occupied by the English department for its academic program, effectively negating any collaborative planning time for that department after the school day. This program parallels the regular day school offerings and is served by a full complement of support staff.

Lesson plans are submitted weekly, but there is no formalized plan for the preparation, use or sharing of these plans. There were some teachers that did not have plans available for review during visitations.

STANDARD 8 NEXT STEPS

1. Reduce the number of morning announcements to allow for a full instructional first period. (8.1)
2. Plan a time for the alternative and day school staff and administrators to discuss the merits/shortcomings of student contracts. (8.1)

STANDARD 8 RECOMMENDATIONS

1. Design a procedure requiring a lesson plan format that requires electronic submission and sharing. (8.2)
2. Continue to implement Smaller Learning Communities/academy school plan to accommodate all students, including students in the alternative school. (8.1)

3. Design the master schedule to emphasize student needs. (8.1)

District

1. Develop a plan for providing transportation to alternative school students. (8.1)
2. Explore the feasibility of lengthening the school day to address increasing academic expectations. (8.1)
3. Explore the feasibility of restructuring the alternative school program to ensure a rigorous academic program for all students. (8.1)

STANDARD 9: COMPREHENSIVE AND EFFECTIVE PLANNING

School leadership and the SLC or NCLB planning committee communicates a clear purpose, direction and strategies focused on teaching and learning through the development, implementation and evaluation of the following: vision, goals, NCLB school improvement plan and report on instructional priorities for Abbott schools.

EVIDENCE FOR THESE INDICATORS BASED ON:

- Principal, Assistant Superintendent, Alternative School Principal, assistant principals, staff facilitator, teacher, student and non-instructional staff interviews
- Review of SLC agendas, Community and School Perception Surveys, PTSA agendas, Instructional Priorities Plan, mission and belief statements, School Data Profile, School Report Card, documentation of data analysis
- Classroom and common area visitations

STANDARD 9 INDICATORS

9.1 There is evidence that the school community embraces and collaborates in the development of the school's the vision and goals.

FINDINGS:

The school has a philosophy and vision statement that correlates with the district's mission statement and was collaboratively developed about 4 years ago. At that time the School Leadership Council, administration and students collaborated to define the school's philosophy and goals; however, there was no parental or community involvement. The school leadership communicates the school's philosophy and goals to staff and parents through meetings, the student agenda book, and the Back to School Night Program Book. The philosophy and vision statement is displayed in all classrooms. Most members of the school community can articulate the philosophy of the school's vision statement. School leadership reinforces and supports the vision and goals of the school and uses them to guide decisions made to improve the quality of education at Millville Senior High School.

9.2 There is evidence that the School Leadership Council (SLC) or NCLB Planning Committee analyze multiple forms of data to update the comprehensive needs assessment and to develop the Abbott Report on Instructional Priorities or the NCLB School Improvement Plan.

FINDINGS:

HSPA scores are analyzed during Summer Trek. The members of Summer Trek, which include members of the School Leadership Council and other teachers from the school, report their findings to the staff on the opening day of school in September. The analysis is compared to similar and high performing schools and contact is made with high performing schools to obtain information about effective teaching strategies. The analysis is also disseminated to staff members. Staff examines the data, but it does not appear to be used to drive instruction for all students. At-risk students are placed in HSPA Strategies classes and some students are provided with a computer-based mathematics/literacy program, Learning Express, for additional support. However, in many regular education classrooms, there is little evidence of differentiated instruction or cooperative learning, but rather, whole group, teacher-directed instruction with minimal student interaction is most often seen. Teachers have received professional development on effective teaching strategies, but there is little evidence of systematic follow-up by district or school leadership to ensure that strategies learned are incorporated into instruction.

The SLC reviews HSPA scores, but does little else with the data. Members of the SLC have a strong commitment to the school, but do not really understand their leadership role. Many SLC members have received little or no training. The Performance Excellence Group (PEG), which includes SLC members analyzes multiple forms of data including HSPA scores, progress reports, report cards, and benchmarks and uses the data to provide support for at-risk students.

The school data profile reflects the school's overall performance in the HSPA, and subgroup data is analyzed, graphed and reported to staff, but no specific strategies for those groups are outlined or implemented. Most teaching strategies are geared to all students in the classroom without attention to the specific needs of the various subgroups. The school did have one workshop relating to the poverty subgroup.

To date most data collection and analysis is done manually, but the school is searching for a data management system, which will provide pertinent student data on an immediate basis so that student interventions can be made in a timely manner.

9.3 Strategies in the Abbott Report on Instructional Priorities or NCLB School Improvement Plan are aligned with the school's vision and student and school goals.

FINDINGS:

Strategies in the Instructional Priorities Plan are aligned with the school's philosophy and vision and are grounded in research, but are not always sufficient to achieve the objectives. Resources are identified, reviewed and adjusted as necessary, and an annual evaluation plan is in place. In addition, math benchmarks are assessed periodically to measure student success. There is no uniformity in the number or frequency of student writing prompts from teacher to teacher, nor do all teachers involve students in the editing and revision process. The district is developing language arts benchmark assessments that will help to make interim evaluations consistent and uniform.

School leadership conducts informal walkthroughs to monitor the effectiveness of the plan, but the process is not systematic or data driven. School leadership is considering the adoption of a checklist to

use for walkthroughs to make the process more effective and to enable school leadership to provide appropriate and timely support to ensure effective implementation of the plan.

STANDARD 9 NEXT STEPS

1. Develop a plan to restructure the SLC to be in alignment with Abbott Regulations and to empower the group to implement CAPA recommendations. (9.2)

STANDARD 9 RECOMMENDATIONS

1. Provide job-embedded professional development, modeling and coaching for teachers to ensure that effective teaching strategies are implemented in all classrooms to meet the needs of all students. (9.2)
2. Continue to search for a data management system to generate and analyze data in a timely manner, so that teachers can use the data to drive instruction. (9.2)
3. School leadership should adopt a checklist for walkthroughs to ensure the effectiveness of the process. (9.3)
4. Members of the SLC should receive training to help them to understand better their leadership role in the school. SLC members should receive training both in data analysis and the use of data to drive instruction. (9.2)

District

1. The district should continue to develop benchmark assessments for language arts. (9.3)

IN CONCLUSION

Members of the CAPA review team express their appreciation to the staff and community of Millville Senior High School for their gracious welcome and for their open interaction with us during our visit. We encourage the school community to review this report in depth, asking themselves reflective questions about the findings of fact and recommendations for action.

We also encourage school leadership to lead long-term reflections on the following:

1. What would assist teachers in moving from teacher-directed, whole class instruction to student-centered, inquiry-based models of teaching more suitable for meeting the needs of all students?
2. How will your Small Learning Communities provide students the opportunity to achieve at a higher proficiency level?
3. How can we get all stakeholders (district and board members, school leadership, staff, community members, families and students) to take personal responsibility for academic, social and economic success for the students who attend Millville Senior High School?

BACKGROUND INFORMATION

District	Millville
School	Millville Senior High School
Principal Name – Years in Building	Dr. Christy N. Thompson (28 years, 8 as principal)
Grade Levels	10-12
Number of Teachers meeting NCLB HQT	110
Number of Teachers with Emergency Certification	2
Total Number of Classrooms	71
Percent Special Education	22%
Number – Self Contained Classrooms	0
Number of Inclusive Classrooms	22
Percent Bilingual	2%
Number of Bilingual Classrooms	4 periods/10 sections
Number of Students	1590
School Leadership Council (SLC) or Title I Planning Committee (PC) Meets Monthly	Yes
SLC has complete representation	Yes
Percent Parent Involvement	6%
Whole School Reform (WSR) Model	N/A
Abbott only - Status of WSR Contract	Discontinued
Persistently Dangerous “Warning”	No
AYP Indicators Missed (specify)	HSPA subgroups-African American- Hispanic – White – Poverty – IEP/Special Education
AYP Content Areas Missed	HSPA Language Arts - subgroups-African American -Hispanic - White –Poverty - IEP/Special Education HSPA Mathematics – subgroups – IEP/Special Ed. HSPA Mathematics – African American- Hispanic - Poverty – made Safe Harbor
Language Arts Program/Textbook	Holt, Rinehart, and Winston – Elements of Literature Holt Handbook of Grammar, Usage, Mechanics, and Sentences McDougal Littell – The Language of Literature Glencoe McGraw- Hill – Glencoe Language Arts-Grammar and Composition Handbook McDougal Little – The Language of Literature – American Literature Holt Rinehart, and Winston- Elements of Literature- Literature of Britain McDougal Little – The Language of Literature- British Literature
Mathematics Program/Textbook	Interactive Mathematics Program Year 1,2 and 3 Discovering Algebra, Discovering Advanced Algebra, Algebra 2 with Trigonometry, Calculus; graphical, numerical, Algebraic, Advanced Mathematics Concepts, Discovering Geometry, Elementary Statistics, Preparing for the NJ HSPA
Number of Students Offered Choice Option in 2005-2006	There is only 1 Senior High School in the district; therefore, choice option is not possible, but there are 5 students attending other area schools who would have been enrolled at MHS.
Number of Students Receiving Supplemental Services in 2004-2005	5